



**Performance Level Descriptors for Spring 2007 Grade 11**

|                              | <b><u>Performance Level 1</u></b><br>A student who exceeded standards   | <b><u>Performance Level 2</u></b><br>A student who met standards  | <b><u>Performance Level 3</u></b><br>A student who performed at the basic level  | <b><u>Performance Level 4</u></b><br>A student who performed at the apprentice level   |
|------------------------------|---|---|--|--|
| <b>Reading</b>               | Demonstrated an exceptional ability to read for understanding, and drew appropriate conclusions, comparisons, and generalizations even when the information was not stated directly in the text.  | Demonstrated the ability to read for understanding, and usually drew conclusions, comparisons, and generalizations even when the information was not stated directly in the text.   | Demonstrated a limited ability to read for understanding, and often drew conclusions, comparisons, and generalizations when the information was stated directly in the text.   | Demonstrated partial ability to read for understanding, and exhibited limited ability to draw conclusions, comparisons, and generalizations even when the information was stated directly in the text.                                   |
| <b>Writing</b>               | Demonstrated the ability to write in an exceptionally clear and focused manner, using well-organized and fully developed details and language that enhances meaning and effectiveness; and showed a good command of varied, precise language that supports meaning with few, if any, errors to distract the reader. | Demonstrated the ability to write in a clear and focused manner, using organized and developed details and language that enhances meaning and effectiveness; and showed a good command of language that supports meaning, with few errors to distract the reader. | Demonstrated the ability to write in a somewhat clear and focused manner, using somewhat organized and developed details and language to promote meaning and effectiveness; and showed a moderate command of language that supports meaning with few errors to distract the reader | Demonstrated limited ability to write in a clear and focused manner, using somewhat disorganized and underdeveloped details and language; and showed an inadequate command of language that included many errors to distract the reader. |
| <b>English language arts</b> | The ELA score is a combination of the student's reading and writing scores.   |   |  |  |

|                       | <b><u>Performance Level 1</u></b><br>A student who exceeded standards   | <b><u>Performance Level 2</u></b><br>A student who met standards  | <b><u>Performance Level 3</u></b><br>A student who performed at the basic level  | <b><u>Performance Level 4</u></b><br>A student who performed at the apprentice level  |
|-----------------------|---|---|--|---|
| <b>Mathematics</b>    | Demonstrated mathematical skills, showed an understanding of concepts, and solved complex, non-routine problems consistent with the high school expectations.   | Demonstrated mathematical skills, showed an understanding of concepts, and solved problems consistent with the high school expectations.  | Demonstrated only partial understanding of the mathematical skills and concepts needed to solve problems consistent with the high school expectations  | Did not demonstrate mathematical skills and concepts consistent with the high school expectations.  |
| <b>Science</b>        | Designed, conducted, and critiqued investigations based on abstract questions, manipulated and adjusted scientific variables, and had a thorough integrated knowledge of the life, earth, and physical science concepts presented in the Michigan Science Curriculum Framework for high school. | Designed and conducted scientific investigations based on questions, manipulated and adjusted scientific variables, and had an integrated knowledge of the life, earth, and physical science concepts presented in the Michigan Science Curriculum Framework for high school. | Had some ability to design and conduct scientific investigations based on questions, and had a partial knowledge of the life, earth, and physical science concepts presented in the Michigan Science Curriculum Framework for high school. | Demonstrated minimal ability to design and conduct scientific investigations, and had a very limited knowledge of the life, earth, and physical science concepts presented in the Michigan Science Curriculum Framework for high school.  |
| <b>Social Studies</b> | Analyzed, synthesized, and applied social studies information and concepts in a clear and organized manner, and used key social studies knowledge and skills to support their decisions on issues of public policy.   | Analyzed and used social studies information and concepts, and used key social studies knowledge and skills to support their decisions on issues of public policy.  | Had an incomplete body of knowledge about social studies information and concepts, and faced difficulty in using key social studies knowledge and skills to support their decisions on issues of public policy                             | Had difficulty in recalling, understanding, and using social studies information and concepts without the assistance of a teacher, and could state their opinions on issues of public policy, but faced difficulty in supporting their positions with data or core democratic values. |